

February 15, 2001

To: Project Directors of Districts and Principals Operating  
SB 65 Pupil Motivation and Maintenance (M&M) Programs

From: Susan M. Bennett, Administrator  
Educational Options Office  
(916) 322-5015

Subject: **Non-Competitive Pupil Motivation and Maintenance (M&M) Program  
Application for Fiscal Year 2001-2002**

The attached application must be completed and submitted to the California Department of Education (CDE) in order for your school to receive a School-Based Pupil Motivation and Maintenance (M&M) Program grant for 2001-2002. This year CDE will not competitively score your application. However, all schools receiving M&M funding must submit data about student performance, including your Academic Performance Index report, your progress toward your goals, and the use of M&M funds.

As an accountability measure, schools not in competition for funding are required to make a presentation about their M&M Program to one or more of the following community groups: the local school board, the city council, the office of an elected state representative, the chamber of commerce, or a local professional service club. A report to any school-linked group like a teacher-parent organization or the School Site Council does not fulfill this requirement. A written summary of that presentation must be included in the M&M Non-Competitive Application. **Non-competitive schools that do not meet the application deadline, do not complete all elements of the application, or do not provide evidence of a community presentation to an outside agency will not be funded for 2001-2002.**

The 2001-2002 M&M grant will be \$50,000, reduced by the amount of any unexpended grant funds from 2000-2001. All Non-Competitive M&M applications are due on **May 15, 2001**, and must be received no later than 5:00 p.m. at the Educational Options Office in Sacramento. No application will be accepted after that time. Mail or return the application to:

**Marco Orlando, Consultant  
California Department of Education  
Educational Options Office  
560 J Street, Suite 290  
Sacramento, CA 95814**

Should you need additional assistance or have further questions, please call Marco Orlando at (916) 323-2212 or Margarita Garcia at (916) 323-5029.

Attachments  
SMB: mjo  
c: District Superintendents

**Instructions for Completing the 2001-2002 Non-Competitive  
Motivation and Maintenance Application**

*(Do not include this page with your application.)*

1. Submit the application in a two-inch, three-ring binder. Use dividers to indicate the major sections. Clearly identify the application section number, section name, and page number of any additional pages requested. **CDE will not accept applications received after the deadline of 5:00 p.m. on May 15, 2001, at the Educational Options Office in Sacramento.**
2. Limit the application to 8 1/2" x 11" pages, with a one-inch margin. For narrative pages, please use double-spaced or 1 and 1/2- spaced lines and a 11- or 12-point font that does not exceed six lines per inch. Pages must be clearly numbered. Applications that are difficult to read or do not follow in correct sequence may be difficult for readers to evaluate.
3. There are gaps in the pages in the application to allow applicants to insert narrative descriptions of the section content requested. Please number your narrative insertions in the sequence requested and clearly identify the section corresponding to the page number(s) provided in the application.
4. Submit components of the application in the following order:

**SECTION I: FORMS**

- Page 1: Your schools' cover page with the name of the school district and school  
Attach a stamped, self-addressed postcard
- Page 2: School Board Plan Approval and Assurance Statement
- Page 3: School Site Council Assurance Statement
- Page 4: Proposed Program Budget
- Page 5: Personnel List
- Page 6: Expenditure Reports *(Do not submit this report to the California Department of Education until July 31, 2001)*

**SECTION II: 2000-2001 END-OF-THE-YEAR REPORT**

- Page 7: Program Information
- Page 8: M&M program improvement documentation and outreach consultant information
- Pages 9-10: Narrative insertions for multi-year attendance, suspension, and expulsion data

**SECTION III: COORDINATION AND INTEGRATION OF SERVICES**

- Pages 12-13: Coordination and integration of services narrative insertion explaining how state funds and/or services are coordinated at the school site. Submit the documentation of actual service coordination for five meetings as Appendix C following page 28 of this application

#### **SECTION IV: RESILIENCY AND ASSET DEVELOPMENT**

Pages 14-16: Explanation of Resiliency elements that should be institutionalized at the school and evidence of this school work included in the Community Accountability Report. **The Resiliency Factors and Developmental Assets are included only for your reference in the Community Report and are not to be submitted separately in this part of this non-competitive application.**

#### **SECTION V: STUDENT SUCCESS TEAM**

Page 17: No narrative is required. Submit Student Success Team minutes with follow-up meetings as Appendix A after page 28 of this application. Reflect successful results of SST meetings in the Coordination narrative and in the community Accountability Report as described in Section VIII.

#### **SECTION VI: STUDENT LEARNING LEVELS**

Page 19: 2000-2001 Standards-Based School Achievement Summary (SBSA) Form  
Page 20: 2000-2001 Academic Performance Index (API) School Report Form  
Pages 21-23: Explanation of Student Learning Levels data findings at the school

#### **SECTION VII: SCHOOL SITE COUNCIL**

Page 18: No narrative is required. Submit School Site Council minutes as Appendix B after page 28 of this application.

#### **SECTION VIII: ACCOUNTABILITY REPORT TO OUTSIDE AGENCY**

Pages 24-26: Insert three page narrative describing the presentation of your school's outside agency community report. The report should include information about the name of the community group selected, date the report was made, and a summary of the content of the presentation.

#### **SECTION IX: SCHOOL GOALS**

Page 27: Insert narrative describing the site's schoolwide quantitative improvement goals for the 2001-2002 school year.

#### **SECTION X: APPENDICES (Placed at the end of this application after page 28)**

*Appendix A:* Attach minimum of thirty-five (35) Student Success Team (SST) Summaries with the follow-up documentation directly attached to those summaries. Please number each SST summary sheet and follow-up meeting on the top right corner of the document. For example, the first SST summary sheet and follow-up meeting would be identified as number 1. **To maintain confidentiality, you must black out the last name (but not the first name) of the student and parent on all SST forms.**

*Appendix B:* School Site Council (SSC) Minutes. Submit the SSC minutes and indicate the status of all members, the student, parent, teacher, or other staff member in the minutes.

*Appendix C:* Attach evidence of School-Based Coordination of Services formal meetings, to include agendas, minutes, student assignments, memoranda of understanding with outside agencies, etc. This material, a maximum of five meetings, should include evidence that individual students and family needs are the major topic of these meetings. **Students and parents last names must be blacked out on these documents.**

*Appendix D:* Include evidence of the school's Accountability Report to an outside agency or community group. The school may include supplementary supporting documentation such as newspaper clippings, public notices, photographs, and agendas for this community report. Reports to organizations at the school, or existing primarily for the support of the school are **not** appropriate.

*Appendix E:* California Dropout Prevention Model Program Concurrent Session submission, is optional. Include student performance evidence that the model program submitted has been effective.

Include a stamped, self-addressed postcard attached to the cover of each application. The returned postcard will serve as notification to your school that CDE has received your application by the deadline date, May 15, 2001.

**SB 65 School-Based Pupil Motivation and Maintenance Program  
2001-2002 Non-Competitive Application Assurance Checklist**

*(Do not include this page with your application.)*

All applicants must submit the following items as part of their 2001-2002 Motivation and Maintenance program application to the Educational Options Office no later than 5:00 p.m. on Friday, May 15, 2001. **Late or incomplete applications, competitive or non-competitive, will not be considered for funding. Retain a copy of the application at your school.**

**End-of-the-Year Report.** Submit the application and End-of-the-Year Report forms, including narratives, in the sequence identified in the instructions. Although you must respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the numbers listed in the instructions.

**SB 65 Assurances.** Complete the assurances and forms provided in this application. Submit copies of all Student Success Team (SST) summaries and their follow-up meeting documentation after page 28 as Appendix A of this application. Place each follow-up form immediately behind its corresponding initial SST summary sheet numbered in chronological order. The school board and school site council must review, approve, and sign the School Board Approval and School Site Council Assurance Statement. Attach a signed copy of the School Board Approval to each application submitted by your district. This School Board Approval may be submitted after the deadline date with the prior approval of the Educational Options Office.

**School Site Council Composition.** The School Site Council (SSC) also must review and approve the 2001-2002 Pupil Motivation and Maintenance application. The composition of the SSC is a compliance item. The SSC must be composed exactly as required by law. *If you are uncertain of the correct composition of your School Site Council, call Marco Orlando at (916) 323-2212 at the Educational Options Office for assistance.*

**Proposed Budget for FY 2001-2002.** Use the attached form to report the budget for the 2001-2002 year. Report unexpended 2000-01 M&M grant funds to the California Department of Education in the column indicated. The budget must be approved and that approval must be recorded by the School Site Council in its minutes and signed by its chairperson.

**Personnel List.** Use this form to report changes of personnel at your school. Include telephone and address changes.

**Expenditure Report.** Final expenditures are usually not known until after the fiscal year ends. Each school must submit the expenditure form (CDE-101-A) provided in this application to report 2000-01 program expenditures *by July 31, 2001, after the due date for the M&M application.* Be sure to identify the unexpended amount from 1999-2000 carryover and 2000-2001 expenditures in the columns indicated. The amount reported as unexpended on line 12 of the 2000-2001 column should be the same as the amount reported on the proposed budget form. Clearly indicate both the amount of the indirect cost and the indirect rate used by the school district. Grant letters for 2001-2002 funding cannot be sent to your school district until this form has been submitted to the Educational Options Office. *If you have questions regarding your expenditure report, call Margarita Garcia at (916) 323-5029 for assistance.*

## SCHOOL BOARD PLAN APPROVAL AND ASSURANCE STATEMENT FOR DISTRICT MOTIVATION AND MAINTENANCE APPLICATIONS

The signature of the Board of Trustees/School Board President or designee verifies that the Board has reviewed and approved the SB 65 School-Based Pupil Motivation and Maintenance (M&M) Program Applications of the school(s) listed below. With these signed assurances the school district accepts liability for the return of funds used for purposes other than those identified in this application.

\_\_\_\_\_  
Name of School District

\_\_\_\_\_  
Name and Title of School Board President/Designee

\_\_\_\_\_  
Signature of School Board President/Designee

\_\_\_\_\_  
Date of Action

List of approved SB 65 School-Based Pupil Motivation and Maintenance school application(s) for your district for 2001-2002.

Name of School	School Address	Grade Level(s)

**The deadline for the submission of this application to the California Department of Education is 5:00 p.m. on May 15, 2001. Late submissions will not be considered for funding. The submitted application is the property of the California Department of Education. Please retain a copy of this application at the school site.**

**SCHOOL SITE COUNCIL ASSURANCE STATEMENT 2001-2002**

School	Date
District	CDS Code <small>Assigned number in the California Public School Directory</small>
School Principal	Telephone (     )

**Composition of the School Site Council**

Every School-Based Coordinated program must have a School Site Council (SSC) composed equally of school staff and parents/students. All members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff person who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total school staff membership. At middle and high schools, students must comprise half of the parent and student membership and together must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school. (Reference: California *Education Code* section 52852)

The minimum number of SSC members for an elementary school is **ten**; for a middle or high school it is **twelve**.

Type or print the full name and current position each individual held in the 2000-2001 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Parent/Student (Circle One)
Teacher	Parent/Student (Circle One)
Teacher	Parent/Student (Circle One)

*I attest that the council has reviewed and approved the SB 65 school plan, budget and role description of the outreach consultant position by a majority vote. We were the duly elected School Site Council for the SB 65 School-Based Pupil M&M Program Plan at our school for 2000-2001.*

Printed Name of SSC Chairperson	SSC Position (e.g. parent, teacher)
Signature of SSC Chairperson	Date

**SB 65 School-Based Pupil Motivation and Maintenance Program  
2001-2002 Proposed Budget**

Complete one report for each school.

\_\_\_\_\_  
Name of School

CLASSIFICATION	2001-2002 Grant	2000-01 * Carryover
1000    Certificated Outreach Consultant (ORC) Salary		
2000    Classified Outreach Consultant (ORC) Salary		
3000    Employee Benefits		
Personal Services Contract for the Outreach Consultant		
4000    Books and Supplies for the personal library of the Outreach Consultant (cannot exceed \$1,000)		
5000    Services and Other Operating Expenditures ORC staff development/conferences ORC mileage (job-related)		
Indirect Cost District Indirect Rate _____ %		
<b>Total Grant</b>		

*Total of the two columns should be \$50,000*

Pupil Motivation and Maintenance funds shall not be used for capitol outlay.

\*Refers to carryover reported on the 2000-2001 Expenditure Report Form CDE-101-A.

Printed or typed name of the SSC Chairperson	Parent/Staff Position
Signature of 2000-2001 SSC Chairperson	Date



**2001-2002 Personnel List**  
**SB 65 School Based Pupil Motivation and Maintenance Program**

<b>Name of School District</b>		
<b>Name of Superintendent</b>		
District Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	
<hr/>		
<b>Name of District Fiscal/Grants Officer</b>		
Title		
District Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	
<hr/>		
<b>Name SB 65 District Coordinator</b>		
Title		
Address	City	Zip
Telephone ( <i>include area code</i> )	Fax #	
E-mail address		
<hr/>		
<b>Name of School</b>	<b>CDS Code</b>	
Name of School Principal		
School Address	City	Zip
School Telephone ( <i>include area code</i> )	Fax #	
Name of Outreach Consultant		
Outreach Consultant Telephone ( <i>include area code</i> )		Fax #
E-mail address		

☐

Check this box if the school did not receive SB 65 funding during 2000-2001.

☐

Check this box if the principal is new to the school

☐

Check this box if this school is part of a K-12 Cluster application at a district not previously receiving SB 65 funding.

State of California

Department of Education

**EXPENDITURE REPORT FOR FISCAL YEAR 2000-2001**

District Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Program: *SB 65 Pupil Motivation and Maintenance Outreach Consultant Grant****DUE JULY 31, 2001***Objects of Expenditure: *(Enter Dollar Amounts Only)*

Account No.	Classification	2000-2001 Expenditures	1999-2000 Carryover
	<b><i>Certificated Personnel Salaries (Outreach Consultant only)</i></b>		
1900	Other Certificated Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<b><i>Classified Personnel Salaries (Outreach Consultant only)</i></b>		
2900	Other Classified Salaries	\$	\$
	Other (please specify)	\$	\$
	Other (please specify)	\$	\$
	<b><i>Employee Benefits (Outreach Consultant only)</i></b>		
3100	State Teachers' Retirement System	\$	\$
3200	Public Employees Retirement System	\$	\$
3300	Old Age, Survivors Disability, and Health Insurance	\$	\$
3400	Health and Welfare	\$	\$
3500	Unemployment Insurance	\$	\$
3600	Workers' Compensation Insurance	\$	\$
	FICA	\$	\$
	Other (please specify)	\$	\$
	<b><i>Books and Supplies (Personal Library of the Outreach Consultant)</i></b>		
4200	Other Books	\$	\$
4500	Other Supplies	\$	\$
	<b><i>Services and Other Operating Expenditures</i></b>		
5100	Contracts for Personal Services of Consultants	\$	\$
5200	Travel and Conference (not to exceed \$1000)	\$	\$
5300	Dues and Memberships	\$	\$
5800	Services and Operating Expenditures (specify)	\$	\$
	Mileage (intra-district travel)	\$	\$
<b><i>Indirect Costs</i></b>	Indicate District Rate _____% (As reported on the J-380 Program Cost Allocation Form)	\$	\$
	<b>TOTAL EXPENDITURES</b>	\$	\$
	<b>2000-2001 GRANT AWARD</b>	\$	\$
	<b>AMOUNT UNEXPENDED</b>	\$	\$

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the Education Code, notwithstanding the schedule set forth in Section 54723 of the Education Code.

Name and Position of person completing this report

Telephone ( )

Signature

Date

## ***Pupil Motivation and Maintenance Program 2000-2001 Non-Competitive End-of-the-Year Report***

School	School District
Address	County
City                      State                      Zip	CDS Code       -       - <small>Assigned number reported in the <i>California Public School Directory</i></small>
Telephone                      Fax (     )                      (     )	Name of School Principal
Name of Outreach Consultant	District Contact

Education Code Section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Pupil Motivation and Maintenance (M&M) Program. This reporting form is part of the review and funding process for schools that are competing for funding in the 2001-2002 program year. Non-competitive schools must complete this report and their community report about their 2000-2001 progress in dropout prevention activities. Please complete and return this form to CDE by **May 15, 2001**.

**Data Collection.** Following the recommendations of the 1994 Improving America Schools Act (IASA), the M&M program asks schools to collect and report learning data from their multi-funded student populations (e.g., Title I, Special Education, Bilingual LEP students). This information is also required by CDE Coordinated Compliance Reviews and Title I Schoolwide Program Applications. **This application will become the property of the California Department of Education. Please retain a copy at your school. Each M&M school must provide information to SRA Associates for the 2001 statewide evaluation and should keep baseline data for future reports and possible presentation at the annual Dropout Prevention Network Conference.**

### **SECTION II: PROGRAM INFORMATION**

**A. Enrollment:** Enter the total number of students enrolled at your school during each year and indicate the type of school:

	1999-00		2000-01		Year-Round School		Traditional
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**B. Ethnicity:** Enter the **percentages** for each group represented in your school population:

	%	African American		%	Hispanic
	%	Asian/Pacific Islander		%	Native American
	%	White (not Hispanic)		%	Alaskan native

**ATTENDANCE**

Enter the actual in-seat attendance percentage figure routinely reported to your district for the month, averaged for the total school year for the last three school years:

1998-99 \_\_\_\_\_ 1999-00 \_\_\_\_\_ 2000-01 \_\_\_\_\_

On a separate page (**page 9**) please report in narrative form:

1. What student attendance outcome or result did the school plan in 2000-2001?
2. Did the school witness those attendance outcomes? Identify the remedies planned.
3. Explain how parents, mentors, and others were used to help with attendance support.

**ATTITUDE (STUDENT BEHAVIOR)**

Please provide the cumulative number of days of suspensions and expulsions the school assigned for the last three years. Compute the average number for suspensions and expulsions for the first two years and compare it with 2000-01. The plus sign (+) indicates an increase, the minus sign (-) a decrease.

	Days In-School Suspensions			Days Regular Suspensions			Average Days Suspension for 1998 & 1999-00	
1998-99							Suspensions in 2000-01	
1999-00							Actual Increase/Decrease	
2000-01							Average Expulsions for 1998-99 & 1999-00	
Students Expelled							Expulsions in 2000-01	
1998-99		1999-00		2000-01			Actual Increase/Decrease	

On a separate page (**page 10**) please report in narrative form:

1. Summarize the positive efforts made to reduce student conflict and increase school safety.
2. Did the school set quantitative goals for student behavior or safety goals? What were they?
3. Explain how parents, mentors, and other staff were used to help with behavior support.

**TRANSIENCY**

Record the number of students who entered or exited school without completing the full year in 1998-99, 1999-00, and 2000-01 (**through April 15, 2001**). Use a consistent measure aligned to your school calendar.

1998-99 \_\_\_\_\_ 1999-00 \_\_\_\_\_ 2000-01 \_\_\_\_\_

**OUTREACH CONSULTANT (ORC) INFORMATION (✓)**

Male \_\_\_\_\_ Female \_\_\_\_\_ One Person \_\_\_\_\_ Two Persons \_\_\_\_\_

Years in ORC Position at current school \_\_\_\_\_ ORC Salary & Benefits \_\_\_\_\_

High School Diploma		M.A./M.S./M.S.W.		Classified	
A.A. Degree		Ph.D./Ed.D.		Credentialed	
B.A./B.S. Degree		DPS Certificated		Contract Person	

Principal has been at the school for \_\_\_\_\_ years and has attended \_\_\_\_\_ SB 65 conferences.

ORC has had formal DPS training **yes** \_\_\_\_\_ **no** \_\_\_\_\_ and has attended \_\_\_\_\_ SB 65 conferences.

**SECTION III: COORDINATION AND INTEGRATION OF SERVICES**

All M&M schools are School-Based Coordinated Program Schools and are expected to coordinate and integrate state funds and/or services. Federal funds may be coordinated only by Title I Schoolwide Project Schools.

1. List **all** the categorical funds provided at your school and the dollars allocated.

<b>Categorical Program</b>	<b>1999-2000 Funding</b>	<b>2000-2001 Funding</b>
SB 65 Motivation and Maintenance		
Title I		

2. M&M Schools coordinate and integrate services and resources provided by state categorical funds (e.g., School Improvement, Bilingual funds) to meet student and family needs. The M&M program requests that this be done in regular, formal meetings (e.g., a “coordinating service council”) made up of state and federal personnel (**only** if your school is a “Title I Schoolwide Improvement Project”). List the names of the members of your school’s coordination team, their positions, and the categorical program that funds them on the spaces provided below. If there are additional team members, add their names on a second copy of this page, numbered 11a. The Coordinating Team includes:

<b>Name</b>	<b>Position</b>	<b>Program</b>

3. Use a maximum of two pages, double-spaced (**pages 12 & 13**) to explain the operation of your formal coordination meetings in a narrative fashion and include the scheduled time and frequency of meetings. This narrative should refer to evidence that student and family needs are the major topic of these meetings. Explain how the school integrates its categorical programs to provide schoolwide services and Report any positive consequences and the measurable results that are attributable to this integration of programs and services. Please include verification documentation such as minutes, agendas, sign-ins etc., for your program integration and coordination of service meetings (a maximum of 5 meetings, no page limit) as Appendix C after the final page of this application.

## **SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT**

**(Do not submit this section with your application. It is provided for reference only. )**

The following strategies, programs, and services build personal assets and resiliency among students in at-risk circumstances. In preparing narratives for your various elements of this application, refer to the strategies, programs, services, and assets listed below. Document any student attendance, attitude, or achievement improvement you have noticed by recognizing student assets or programs that develop assets among students employing these strategies. Emphasize any quantitative student performance improvement results.

### **1. Pro-Social Bonding**

- a. The school increases bonds of connectedness between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Staff see themselves as nurturers and work to build positive relationships with students.
- c. Many before, after, and in-school activities are available to students.
- d. The work day is structured to promote meaningful interactions among staff.
- e. The school creates positive bonds with families.
- f. The physical environment of the school is warm, positive, and inviting.

### **2. Teaching “Life Skills”**

- a. The staff teaches refusal skills, assertiveness, healthy conflict resolution, decision-making, stress management, how to make friends, and how to find and interview for a job. The qualities of a good employee are consistently taught to students in a format that emphasizes role playing and relevance to “real life” situations.
- b. The school uses cooperative learning, i.e., learning focusing on both social skills and academic outcomes, effectively.
- c. Cooperation between staff is emphasized and encouraged. The staff supports the need for on-going skills development related to effective organizational functioning and effective teaching.
- d. The school offers staff development opportunities on effective organizational change. Participation is encouraged, based on self-identified needs for skill development .

### **3. Clear, Consistent Boundaries**

- a. A clear, firm policy, addressing student behaviors is in place and is consistently enforced.
- b. The intervention process for students (Student Success Team) is effective.
- c. Boundaries/expectations for school staff are clearly communicated and consistently enforced (e.g., school policies, organizational rules, parent support for family meetings, and family rules). The school fosters an on-going discussion of norms, rules, goals and expectations for staff and students.
- d. Staff model behavioral expectations developed for students and themselves.
- e. The school offers staff development on policy and procedural issues and effective classroom management.

## **SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (cont.)**

### **4. Caring and Support**

- a. Many types of incentives, recognitions, and rewards are in place for students.
- b. Structures and programs are in place in the school (e.g., counseling, support groups, home rooms, etc.) to increase caring and support for students.
- c. Many types of incentives, recognition, and rewards are in place for staff.
- d. The reward system for staff includes recognition for individual risk-taking and achievement. The school has a climate of kindness and encouragement.
- e. Resources needed by students and staff are secured and distributed fairly at the school.
- f. The school ensures that all children have some caring and support by providing school programs such as mentorships and community support groups that can provide unconditional caring, listening, encouragement, and support.
- g. The school organizes programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

### **5. High Expectations**

- a. Staff communicate the belief that all students can succeed clearly and frequently, providing all children with high expectations for success.
- b. Policy and practice assure that little or no labeling (formal or informal) or tracking of students takes place.
- c. Staff communicate the belief that all staff can succeed clearly and frequently.
- d. The school encourages increased understanding of each staff member's contribution and supports job sharing, teaming and other cooperative ventures.
- e. The school provides growth plans with clear outcomes, regular reviews, and supportive feedback.
- f. An attitude of "can do" permeates the school.

### **6. Opportunities for Meaningful Participation**

- a. Student programs which emphasize service to other students, school, and the community are in place.
- b. Students and staff are meaningfully involved in making decisions about the school, including decisions about governance and policy.
- c. Staff roles are defined to include organization-wide responsibilities.
- d. All members of the school community (students, parents, staff) are viewed as resources rather than as problems, objects, or clients.
- e. The school climate emphasizes and rewards probing assumptions, doing what really matters, and risk-taking.
- f. Each student should be involved in some positive school program, such as cross-age tutoring or support groups, clubs, or organizations.

**SECTION IV: RESILIENCY FACTORS AND ASSET DEVELOPMENT (cont.)**

Research studies have determined that the following assets are strong indicators of healthy and resilient students. Students who have developmental assets in their lives have been shown to perform better at school and to be more resistant to drugs, alcohol, violent behavior, and premature sexual experimentation. Schools that institutionalize strategies that foster these assets and other resiliency factors have the greatest chance of impacting the lives of students at high risk of failure. The effectiveness of those resiliency factors can best be shown by student performance indicators. Review the list below and determine how the school is supporting, strengthening, or initiating any of the following assets<sup>1</sup>

**External Assets***Support*

1. Family support
2. Positive family communication
3. Other Adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling
7. Community values
8. Youth as resources
9. Service to others
10. Safety

*Boundaries and Expectations*

11. Family boundaries
12. School boundaries
13. Neighborhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations
17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

**Internal Assets***Commitment to Learning*

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for Pleasure
26. Caring

*Positive Values*

27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

*Social Competencies*

32. Planning and decision-making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills
36. Peaceful conflict resolution

*Positive Identity*

37. Personal power
38. Self-esteem
39. Sense of purpose
40. Positive view of personal future

<sup>1</sup> For further explanation of the *Forty Developmental Assets* you may contact **Search Institute**, 700 S. Third Street, Suite 210, Minneapolis, MN 55415 (800) 888-7828; web site <[www.search-institute.org](http://www.search-institute.org)>



## **SECTION V: STUDENT SUCCESS TEAMS (No narrative is required)**

Submit at least 35 numbered student success team summaries as Appendix A. Include all follow-up meeting forms filed immediately behind their respective initial meetings. You may submit summaries of meetings conducted after May, 2000 that were **not** submitted previously with last year's application.

## **SECTION VI: STUDENT LEARNING LEVELS**

The legislature has provided funding for an evaluation of M&M program effectiveness in 2001 and SRA Associates has been contracted to review all student performance data from M&M schools. This year's M&M application requests the school's Academic Performance Index (API), and the Standards-Based School Achievement Summary form for multi-funded student populations (SBSA). Schools obtain this test data from their district offices. The request for "multiple measures" asks that schools include testing data using a variety of assessments to determine the grade levels of their students, e.g., Stanford 9, district or state standards-based tests, and various classroom assessments. To make reporting data uniform across all SB 65 sites, all schools will continue to submit as **page 19** the Standards-Based School Achievement (SBSA) Summary form for multifunded students based on the Stanford 9 results. All SB 65 M&M schools must also complete the Academic Performance Index School Report, including it as **page 20**.

In addition to submitting the Standards-Based School Achievement (SBSA) Summary report form, respond in a narrative on pages 21 to 23 of the application to the following questions :

1. What API target goals were set for your school set for the 1999-00 school year? Did the school meet those target goals? Describe the school's success or lack of success and what steps are being taken to remedy any lack of improvement toward meeting your API goals for next year. What multiple measures did the school use to review the progress of Special Education, Title I, Bilingual, and other special multifunded school populations? Report your API results as Appendix D using quantitative data and be as specific as possible, reporting the progress of multifunded students with that of the school as a whole.
2. Using the SBSA and API forms and state or district standards as norms, compare scores of all multifunded groups in one grade level with the scores of all students in one grade level. Show the percentage of multifunded students scoring at or above grade level. Describe the process your school used to analyze the scores and list any improvements made to the academic program that resulted from an examination of student learning findings. Describe specific examples of how this inquiry has improved scores. Complete the API school report form using published information.
3. **(Optional Multi-year Comparison Response for Model Program Consideration)**  
Compare the performance of one grade's score with the following year's score for the same groups. For instance, report the 1999-00 fifth grade reading scores of the English Learners with the fifth grade as a whole. Then report this group's information from previous years, e.g., 1998-99. After completing the SBSA and API school report forms, explain the results on your narrative pages in any form that you find most helpful (e.g., graphs, lists, quantitatively-supported narratives). The Standards-Based Achievement Summary Report (SBSA) form is **page 19**, the Academic Performance Index Form (API) is **page 20**, and the narrative pages are **21-23**.

Information must be presented in a manner that will ensure that the reader can clearly identify the following information in your report:

1. The percentage of the multi-funded student populations served (e.g., Title I, LEP, Special Education) and the proportion of those populations represented in the sample reported (e.g., 35 Special Education students comprise 60 percent of the school's Special Education students).
2. Grade level(s) that the school is examining (e.g., 1997-98 third grade, 1998-99 fourth grade).
3. The name of the test(s) or assessment method(s) used (e.g., Stanford 9) and scores obtained or other results (e.g., Gates-McGinitie, CTBS, and/or alternative assessments).
4. What decisions, if any, did the school make if it did not meet its API target goals in 2000-01 or after reviewing the number of students achieving below grade level standards?

## **SECTION VII: SCHOOL SITE COUNCIL (No narrative is required)**

Submit all School Site Council Minutes (**not agendas**) as Appendix B at the end of this application.

## **SECTION VIII: ACCOUNTABILITY REPORT TO OUTSIDE AGENCY**

Non-competitive M&M schools must submit an accountability report that has been presented to a community organization outside the school. The audience must be a group not related to the school itself, for example: the district school board, the city council, the office of an elected state representative, the chamber of commerce, a local professional service club, and **not** the School Site Council, PTA, a school-business partner, volunteer mentoring group, or other school-linked group.

This community accountability report should highlight significant student programs that showcase the M&M's benefits to the school, to parents, and to the community. The presenters should also solicit suggestions from the community about improving the program. The community accountability report should include student performance data, resiliency programs and information about innovative programs and services (i.e., SST meetings) that lead to improved student scores and support for parents and families. An exemplary presentation will include the positive effects of resiliency and asset development programs, specific examples of SST successes, quantitative improvements in student attendance, attitude, and achievement; and, possibly, an anecdotal example of a particular student for whom the M&M program has made a significant and positive contribution.

The narrative submitted to the state must identify: 1) the audience to whom the accountability report was made, 2) the date of the presentation, and, 3) a written summary of the presentation. The school may include supplementary supporting documentation such as newspaper clippings, public notices, photographs and agendas for the meetings in Appendix D of this application. Limit the narrative description, however, to three pages, double-spaced (**pages 24-26**).

## **SECTION IX: SCHOOL GOALS**

In the 2000-2001 M&M application each school identified and submitted a schoolwide goal. Report the progress made on this goal at your school. As a result of this review of your school's student performance levels in the 2000-2001 school year, identify a different student performance goal for the 2001-2002 school year that focuses on one or more of the following elements: student attendance, student attitude, and/or student achievement. Indicate how this goal will be measured and how its attainment will be celebrated by parents, staff, and students. Use a one-page, double-spaced narrative (**page 27**).

## 2000-2001 M&M Standards-Based School Achievement Summary

School		District				CDS Code <div style="text-align: center;">             _ _ - _ _ _ _ - _ _ _ _ _           </div>		
Years Represented:		Reading/Language Arts				Mathematics		h. Average Percent
		Meeting or Exceeding Grade Level/Subject Matter Standards		Meeting or Exceeding Grade Level/Subject Matter Standards				
All Students at the school	a. Enrollment	b. Number Evaluated	c. Number	d. Percent	e. Number Evaluated	f. Number	d. Percent	
Specially Funded Students	Total Served							
Title I/SCE								
Migrant Education								
English Learners								
Redesignated EL (R-Fep)								
EL - Language Arts & Math								
EL- English Language Development (ELD)								
Special Education								
Group 1								
Group 2								
Gifted and Talented								

# 2000-2001 Pupil Motivation and Maintenance Application

## 2000-2001 Academic Performance Index (API) School Report

School Name ( <i>print</i> )	Grade Level	District	County	CDS Code	
2000 Number Tested		Number of pupils with tests contributing to the API.			
2000 Percent Tested		This percent is calculated by dividing the number of students tested by enrollment in the grades tested as indicated on the October, 1999 CBEDS School Information Form.			
2000 API		The API scale is 200-1000. Only scores for students enrolled in the district the prior year are included in the calculation.			
2000 Statewide Rank		Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.			
2000 Similar Schools Rank		Rankings are in deciles with 10 being the highest and 1 the lowest. Each decile contains 10% of all schools.			
1999-2000 Growth Target		The growth is calculated by subtracting the school's 1999 API (Base) from its 2000 API (Growth).			
1999-2000 Growth		Indicates growth target met or unmet.			
2000-2001 Growth Target		The growth target is 5% of the difference between the 2000 API and the Statewide Performance Target of 800.			
2000 API Target		This is the sum of the 2000 API plus the 2000-2001 growth target.			
<b>SUBGROUPS Ethnic/Racial</b>	<b>Number Tested In 2000</b>	<b>Numerically Significant 1</b>	<b>2000 API 2</b>	<b>2000-2001 Growth Target 2</b>	<b>2001 API Target 2</b>
African American not Hispanic					
American Indian or Alaska Native					
Asian					
Hispanic or Latino					
Pacific Islander					
White not Hispanic					
Socioeconomically Disadvantaged 3					
<p>1 Ethnic/racial and socioeconomically disadvantaged subgroups are considered numerically significant if the group: 1 contains at least 100 students tested, OR 2 comprise at least 15% of the school population tested, and at least 30 students with valid scores.</p> <p>2 The 2000 API and targets are reported only for numerically significant subgroups. In most cases, 2000-2001 comparable improvement Growth Targets are 80% of the 2000-2001 Schoolwide Growth Target. For exact calculation of growth targets, please refer to the <i>Explanatory Notes</i> found at <a href="http://data1.cde.ca.gov/dataquest">http://data1.cde.ca.gov/dataquest</a>.</p> <p>3 Students participating in the Free or Reduced Price Lunch program or indicating that neither parent graduated from high school.</p>					

## **SECTION X: APPENDICES**

After **page 28** add:

Appendix A: Student Success Team Summaries with follow-up documentation

Appendix B: School Site Council minutes

Appendix C: Evidence of School-Based Coordination of Services

Appendix D: Evidence of the Community Accountability Report to an Outside Agency

Appendix E: Model Program Submission (optional)

